



A C CORCORAN ELEMENTARY

8585 Vistavia Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	615 Students	
Principal	Janice Timko	843-764-2218
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Ruth Jordan	843-345-4529

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Below Average
2006	Below Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

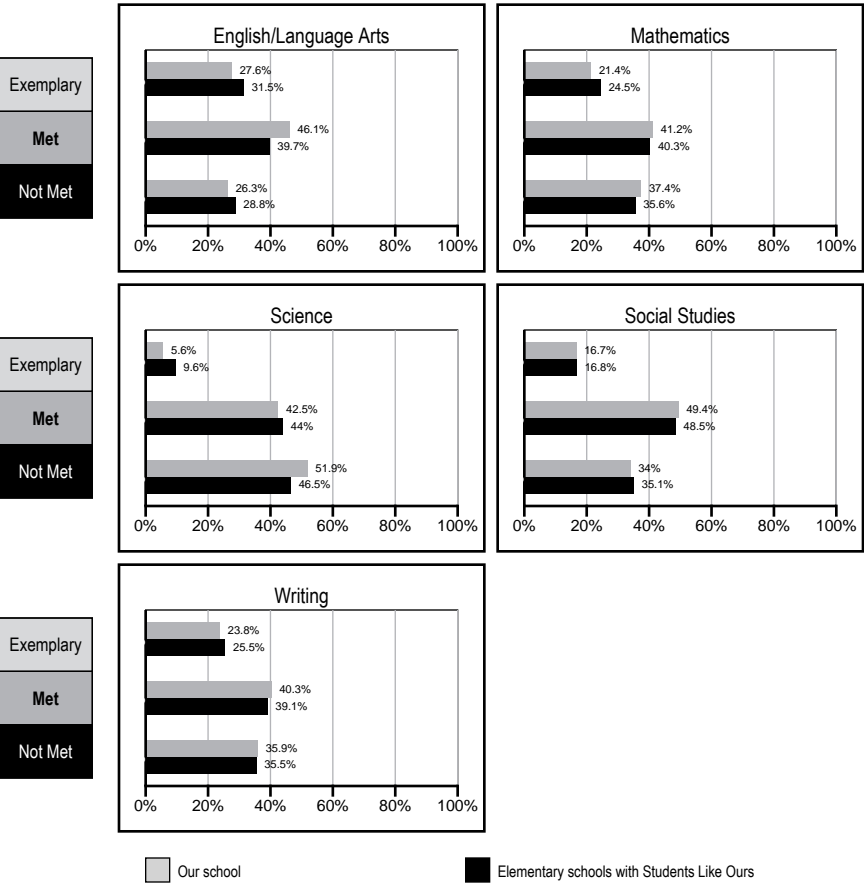
Percent of students tested in 2009-10 whose 2008-09 test scores were located | 96.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	8	96	22	7

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=615)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.9%	Down from 1.5%	1.7%	1.2%
Attendance rate	95.5%	Down from 95.8%	95.7%	96.1%
Eligible for gifted and talented	7.1%	Up from 4.4%	7.2%	11.7%
With disabilities other than speech	3.4%	Down from 5.0%	8.9%	8.0%
Older than usual for grade	0.2%	No Change	0.7%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.0%	Up from 0.2%	0.0%	0.0%
Teachers (n=42)				
Teachers with advanced degrees	42.9%	Down from 43.2%	58.1%	60.5%
Continuing contract teachers	71.4%	Up from 70.5%	83.3%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.6%	Up from 80.7%	85.2%	87.0%
Teacher attendance rate	94.9%	Up from 94.7%	95.1%	95.4%
Average teacher salary*	\$41,768	Down 2.4%	\$46,155	\$47,288
Professional development days/teacher	7.5 days	Down from 10.3 days	10.8 days	10.5 days
School				
Principal's years at school	1.0	Down from 8.0	4.0	4.0
Student-teacher ratio in core subjects	22.7 to 1	Up from 19.0 to 1	18.8 to 1	19.2 to 1
Prime instructional time	90.0%	Down from 90.3%	90.0%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,968	Up 4.6%	\$7,788	\$7,548
Percent of expenditures for instruction**	71.4%	Up from 68.6%	68.2%	68.7%
Percent of expenditures for teacher salaries**	68.8%	Up from 63.6%	64.4%	65.1%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This report card is presented annually to give the parents, community, and interested citizens the status of A. C. Corcoran Elementary School. The report is designed to give the reader information about the progress of the school, faculty, staff, and students.

The administration, faculty, and staff use school data to develop strategic plans for improvement. With the Charleston County School District's theme, "Charleston Achieving Excellence," as the backdrop, the mission at A. C. Corcoran is to provide instruction that will enable students to reach their maximum potential. The professional staff continues to strive to reduce the number of students scoring "not met" in reading and mathematics on the state test by 10% each year. During the 2009-2010 year, emphasis was directed toward increasing the number of students scoring exemplary on the state PASS assessment.

During the 2009-2010 school year, the faculty studied student data to determine instructional strategies. Student progress was monitored in grades 2 through 5 by using the MAP results. Teachers charted student progress on the DATA WALL by using the MAP results. Students were tested in August, November, and March. Students were also monitored in kindergarten and first grade by using the DIBELS test. In addition, the MAP program was implemented in kindergarten and first grade. Based on the 2009 PASS test results, A. C. Corcoran made their AYP as required by NCLB legislation.

The lead teacher and instructional resource teachers (IRTs), along with the principal, met weekly with the grade-level teams to discuss instructional strategies, monitor student progress, and discuss implementation of strategies and the coherent curriculum. The coherent curriculum, state support documents, and instructional calendars drive the instructional program for all students.

The Positive Behavior System continued to be used. This program trained teachers in how to be more proactive with classroom management and how to be persistent in promoting a positive learning environment. Teachers received additional training and continued to promote positive discipline. Teachers also received training in a schoolwide management system called CHAMPS. Students were recognized for positive discipline through the use of PAWS tickets. Students received weekly recognitions on the morning show for following their PAWS expectations. Students were able to save their PAWS tickets to purchase items from the school store. Students also received PAWS awards at the Awards Assembly at the end of each grading period.

Volunteers continue to provide excellent support to the teachers and students. The number of volunteers increased, and the volunteers were honored with an end-of-year breakfast.

Teresa Wilson, Chairman SIC
Janice A. Timko, Principal

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	31	72	50
Percent satisfied with learning environment	96.7%	83.1%	77.6%
Percent satisfied with social and physical environment	93.3%	84.7%	74.0%
Percent satisfied with school-home relations	80.0%	84.7%	71.4%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.9%	0.0%	No
Student attendance rate	95.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	266	99.6	26.3	46.1	27.6	86.4	85	83.5	Yes	Yes
Gender										
Male	127	99.2	35.6	40.7	23.7	81.4	81.6	80.1	N/A	N/A
Female	139	100	17.6	51.2	31.2	91.2	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	59	100	19.6	29.4	51	88.2	95.3	89.6	Yes	Yes
African American	179	100	31.5	49.1	19.4	83.6	75.2	74.6	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.1	92.7	I/S	I/S
Hispanic	18	100	5.6	72.2	22.2	100	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	22	95.5	4.8	61.9	33.3	100	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	99.6	29.5	47	23.5	85.5	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	266	100	37.4	41.2	21.4	77	81	80.4	Yes	Yes
Gender										
Male	127	100	40.7	37.3	22	73.7	78.9	78.4	N/A	N/A
Female	139	100	34.4	44.8	20.8	80	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	59	100	25.5	39.2	35.3	80.4	94.5	87.8	Yes	Yes
African American	179	100	45.5	40.6	13.9	72.7	68	69.3	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	96.1	93.5	I/S	I/S
Hispanic	18	100	11.1	55.6	33.3	100	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	12	100	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	22	100	9.5	47.6	42.9	100	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	221	100	42	40	18	74	70.2	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	177	100	51.9	42.5	5.6	48.1	67.4	67.3
Gender								
Male	82	100	55.3	36.8	7.9	44.7	66.2	66.9
Female	95	100	48.8	47.6	3.6	51.2	68.5	67.7
Racial/Ethnic Group								
White	41	100	38.9	50	11.1	61.1	89	79.6
African American	117	100	58.5	39.6	1.9	41.5	46.7	49.7
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	86.7	84.4
Hispanic	12	100	50	41.7	8.3	50	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	8	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	13	100	33.3	50	16.7	66.7	58.2	58.6
Socio-Economic Status								
Subsidized meals	142	100	55.1	41.7	3.1	44.9	49.3	55.4

Social Studies								
All Students	178	100	34	49.4	16.7	66	73.8	70.9
Gender								
Male	86	100	31.6	49.4	19	68.4	72.3	70.1
Female	92	100	36.1	49.4	14.5	63.9	75.3	71.7
Racial/Ethnic Group								
White	33	100	23.1	38.5	38.5	76.9	90.1	79.2
African American	127	100	37.8	52.9	9.2	62.2	58.4	58.4
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	89.3	86.8
Hispanic	11	100	27.3	54.5	18.2	72.7	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	7	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	16	100	26.7	40	33.3	73.3	66.7	68
Socio-Economic Status								
Subsidized meals	153	100	37.4	49.6	12.9	62.6	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	268	99.3	35.6	40.5	23.9	64.4	75	72.1	95.5	95.7
Gender										
Male	130	98.5	42.6	41	16.4	57.4	69.1	65.2	95.4	95.5
Female	138	100	28.8	40	31.2	71.2	81	79.2	95.6	95.8
Racial/Ethnic Group										
White	60	100	29.6	38.9	31.5	70.4	91	80.8	94.3	95.8
African American	180	99.4	39.2	41	19.9	60.8	60.2	59.7	95.7	95.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	89.2	87	96.7	97
Hispanic	18	100	33.3	33.3	33.3	66.7	63.7	64.6	95.8	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	95.6	95.6
Disability Status										
Disabled	14	92.9	N/AV	N/AV	N/AV	9.1	28.4	27.7	94.1	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	22	95.5	23.8	47.6	28.6	76.2	63.5	63.7	96.6	96.3
Socio-Economic Status										
Subsidized meals	221	99.1	38.9	41.9	19.2	61.1	61.1	61.9	95.3	95.2

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	35.6	29.9	34.5	64.4
	4	75	100	30.3	37.9	31.8	69.7
	5	67	100	15.3	61	23.7	84.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	16	44.7	39.4	84
	4	89	98.9	30.4	46.8	22.8	69.6
	5	76	100	35.7	47.1	17.1	64.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	34.5	35.6	29.9	65.5
	4	75	100	24.2	54.5	21.2	75.8
	5	67	100	23.7	59.3	16.9	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	101	100	36.2	36.2	27.7	63.8
	4	89	100	27.8	48.1	24.1	72.2
	5	76	100	50	40	10	50
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	48	97.9	42.9	54.8	2.4	57.1
	4	75	100	50	43.9	6.1	50
	5	33	100	43.3	50	6.7	56.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	49	100	66.7	24.4	8.9	33.3
	4	89	100	40.5	55.7	3.8	59.5
	5	39	100	58.3	36.1	5.6	41.7
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	46	95.7	37.2	44.2	18.6	62.8
	4	75	100	12.1	68.2	19.7	87.9
	5	34	100	41.4	48.3	10.3	58.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	52	100	34.7	40.8	24.5	65.3
	4	89	100	21.5	64.6	13.9	78.5
	5	37	100	61.8	26.5	11.8	38.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	93	100	34.5	37.9	27.6	65.5
	4	78	100	38.6	28.6	32.9	61.4
	5	69	100	31.7	50	18.3	68.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	102	100	36.5	37.5	26	63.5
	4	90	98.9	35.8	44.4	19.8	64.2
	5	76	98.7	34.3	40	25.7	65.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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